
Annual Measurable Objectives

The Background:

Under the No Child Left Behind Adequate Yearly Progress model, Tennessee would potentially have identified 80% of all schools as high priority and many districts in need of improvement despite the schools and districts making academic progress. Governor Haslam and Commissioner Huffman sought relief from the Adequate Yearly Progress model and applied for the Elementary and Secondary Education Act flexibility waivers. In February 2012, Tennessee was awarded flexibility waivers. In this process, Tennessee was allowed to create a new accountability system and reset our state performance goals.

New state performance goals or “annual measurable objectives” (AMOs) provide rigorous but realistic college-and career-readiness goals and a new basis for Tennessee’s accountability system. The new accountability system has two overriding objectives: growth for all students every year and closing achievement gaps by ensuring faster growth for those students who are furthest behind. These AMOs will also serve to measure the state’s progress in implementing the ambitious reforms of Tennessee’s First to the Top Act.

Note: these AMOs differ slightly from those presented to the U.S. Department of Education in the waiver application, based on changes to the data set according to accountability rules on English Language Learners and Students with Disabilities as well as reflecting the change in testing according to the End of Course testing policy. The new AMOs will be submitted to the U.S. Department of Education for its approval.

The Master Plan Connection:

This item supports the Board’s *Master Plan* by assessing the level for which each student has learned the Curriculum, by providing appropriate data to prioritize instructional Resources, by enhancing educational Leadership with the use of these data to inform the educational decision-making process, and by providing student level achievement and growth data to support excellent Teaching and learning of the college- and career-ready standards.

The Recommendation:

The Department of Education recommends that new Annual Measurable Objectives be adopted on final reading. The SBE staff concurs with this recommendation.

Annual Measurable Objectives for 2011-2012

ACHIEVEMENT	2010-2011 Actual	2011-2012 Target	Percent Annual Change
3rd grade Math	51.0%	54.2%	3.2%
3rd grade Reading	43.0%	47.0%	4.0%
7th grade Math	35.7%	39.5%	3.8%
7th grade Reading	44.3%	47.2%	2.9%
3-8 aggregate math	41.0%	44.5%	3.5%
3-8 aggregate reading	47.5%	50.6%	3.1%
HS Algebra I	47.1%	50.1%	3.0%
HS English II	58.0%	60.6%	2.6%
Graduation rates	85.5%	86.8%	1.3%

GAP CLOSURE		2010-2011 Actual Gap	Annual Gap Reduction Goal in Percentage Points	Annual Gap Reduction as a Percentage of Gap Size	2011-2012 Gap Target
3-8 aggregate math	Racial/Ethnic subgroups below state average v. All Students	15.4%	1.0%	6.25%	14.4%
	Economically Disadvantaged v. Non-Economically Disadvantaged	26.3%	1.6%	6.25%	24.7%
	English Learners v. Non-English Learners	20.7%	1.3%	6.25%	19.4%
	Students with Disabilities v. Students without Disabilities	14.6%	0.9%	6.25%	13.7%
3-8 aggregate reading	Racial/Ethnic subgroups below state average v. All Students	17.7%	1.1%	6.25%	16.6%
	Economically Disadvantaged v. Non-Economically Disadvantaged	30.1%	1.9%	6.25%	28.2%
	English Learners v. Non-English Learners	33.5%	2.1%	6.25%	31.4%
	Students with Disabilities v. Students without Disabilities	17.8%	1.1%	6.25%	16.7%
HS Algebra I	Racial/Ethnic subgroups below state average v. All Students	20.0%	1.3%	6.25%	18.8%
	Economically Disadvantaged v. Non-Economically Disadvantaged	24.1%	1.5%	6.25%	22.6%
	English Learners v. Non-English Learners	24.6%	1.5%	6.25%	23.1%
	Students with Disabilities v. Students without Disabilities	29.1%	1.8%	6.25%	27.3%
HS English II	Racial/Ethnic subgroups below state average v. All Students	20.5%	1.3%	6.25%	19.2%
	Economically Disadvantaged v. Non-Economically Disadvantaged	30.7%	1.9%	6.25%	28.8%
	English Learners v. Non-English Learners	46.9%	2.9%	6.25%	44.0%
	Students with Disabilities v. Students without Disabilities	39.7%	2.5%	6.25%	37.2%